

I Can't Find the Answer Anywhere: Finding the Answer AND Writing Quality Responses to Questions from the Text



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QUESTION ANSWER RELATIONSHIP (QAR)

Developed by Dr. Tally E. Raphael, Michigan State University.



Definition: Question-answer relationships (QAR) is a technique used to identify the type of response necessary to answer a question. This technique requires the student to distinguish when it is appropriate to use background knowledge and/or textual information to answer questions. As a metacognitive strategy it develops task knowledge and increases comprehension.

Why It Should be Learned: QARs provide a general guide to prompt readers to consider information in the text or in their background knowledge when answering questions. Specifically, QARs can be used to assist students in activating appropriate question-answering strategies within each of the four QAR categories.

How To Use It: Answers to questions may be found in four places:

- 1.) Right There (Literal details found in one place in the text)
- 2.) Think and Search (literal details are scattered throughout the text and the student must search through the text and think before responding)
- 3.) In My Head (To gain QARs the student must access prior knowledge, make inferences and connect new to known ideas.)
- 4.) Author and Me (QARs can also be obtained by combining the reader's prior knowledge with information the author has included in the text.)

To facilitate the student's learning and use of QARs the teacher models the following by thinking aloud:

1. reading a question
2. thinking about and stating the answer
3. stating the QAR (Right There, Think and Search, In My Head)
4. giving an explanation for choice.

Gradually, the teacher shifts the responsibility of using these steps to the student.

1. Right There _____
2. Think And Search _____
3. On My Own _____
4. Author And Me _____

When to Use it: QARs can be employed before, during and after reading narrative or expository text. For the teacher: QARs can be a diagnostic tool for analyzing students' answers to questions and their metacognitive self-questioning development. For the student: QARs can be a guide for better question answering and self-questioning.

Content Area/Grade Level: Expository and narrative text. Targeted reading levels 4-8. Modified use is appropriate prior to Middle School. And High School especially for struggling learners who do not have a schema for responding to questions related to text.

How to Monitor Strategy Use: The teacher must continually monitor through class discussion or individual conferencing to see if students are making the appropriate QARs. They should also see that the student can transfer the use of this strategy into other content areas.

Steps for Using QAR

PASSAGE

Read a passage

QUESTION

Read the question

QAR

Assign a QAR Label: RT, TS, IYH

EXPLAIN

Justify the Label

ANSWER

Answer the Question

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Informational Text Structures		
Text Type	Description	Clues for Recognizing
Description	Gives information about a topic by its attributes.	<ul style="list-style-type: none"> - Uses many adjectives to describe an object. - Use words like explain or describe. - Asks for Qualities of...
Enumerative	Proves the main idea by giving examples.	<ul style="list-style-type: none"> - Asks for lists of information. - Uses phrases such as the following: <ul style="list-style-type: none"> - What are the four main groups? - <i>Many reasons why...Name some types.</i> - <i>List these things</i>
Sequences	The main idea's supporting details are written in a specific order	<ul style="list-style-type: none"> - Uses phrases such as the following: <ul style="list-style-type: none"> - <i>First, second, third...</i> - <i>Then, next, before...</i> - <i>At last, finally</i> - <i>Before, After</i>
Cause/Effect	Shows a relationship between the cause of something and the effect that follows as a result	<ul style="list-style-type: none"> - Uses phrases such as the following: <ul style="list-style-type: none"> - <i>If, then.</i> - <i>Because, then.</i> - <i>As a result.</i> - <i>What causes...what effect does.</i> - <i>Explain the relationship</i>
Comparison/Contrast	Points out the similarities and differences between two or more topics	<ul style="list-style-type: none"> - Uses words such as the following: <ul style="list-style-type: none"> - <i>Alike, same, similarities, compare</i> - <i>Different, differences, not alike, contrast.</i>
Problem/Solution	Provide a problem/solution format	<ul style="list-style-type: none"> - Text states a problem. The solution to the problem is in the text

EXPOSITORY TEXT STRUCTURES



Here are some examples of different types of expository text structures. Read each paragraph and indicate the type of structure for each on the lines provided.

_____ Now, of course, whales live entirely in the water and never go ashore. If by accident a whale is stranded on a beach, it suffocates. In 1967, a stranded, beached whale died in three hours when the tide went out. Without the buoyancy of the water to keep it afloat, and because of the pull of gravity on the land, the whale's enormous bulk pushes down so hard that its lungs and other organs collapse. Without its lungs the whale cannot breathe and it soon dies.

_____ The beluga has its own claim to distinction. It is the only truly white cetacean in the world and is sometimes known as the white whale. At birth the beluga is black or dark gray, but gradually its color lightens to a yellowish-white. By the time it is about five years old it has become completely white.

_____ Baleen whales are subdivided into three groups. One group – the rorquals – has grooves and pleats under the chin, probably so that when these expand, the mouth can be stretched out and made bigger during feeding. The second group of baleen whales – right whales – has a highly arched jaw and a smooth chin. The third group has only one member, the California gray whale.

_____ Land mammals usually have hair or a coat of fur to keep their body warmth from dissipating into the surrounding air, but thick hair would slow down the whales. It needs smooth skin for sliding through the water.

_____ These nations are not unaware of the crises but they have internal problems that loom larger for them. Japan is a group of islands surrounded by the sea. It must cultivate every inch of ground to feed its people. They have no fields for large numbers of cattle and sheep to feed them. Even with imports from abroad, without whale meat Japan would not have enough protein for its population to survive. Their own scientists warn them as they point out the ever-dwindling numbers of all types of whales.

_____ Gestation periods for Baleen whales range from 10 to almost 14 months depending on the species and are linked to the annual migration cycle. Near-term pregnant females are usually the first to arrive in the calving grounds. The usual delivery seems to be tail-first, but a few head-first deliveries have been documented. The placenta separates from the uterine wall during or soon after delivery and the calves can swim at birth. The nursing period for calves lasts from 4 to 11 months. A calf is weaned by its first summer in time to feed.

RESCUE: A Reading/Writing Strategy for Expository Text



RESCUE is a reading/writing strategy. It is used to locate answers to “*Think and Search*” questions found in expository text, and develop and write effective responses to those questions.

Before teaching students to use the RESCUE strategy, they should know how to skim and scan text. Students also need to know the QAR Strategy (Dr. Taffy Raphael, Michigan State University), and know how to identify “*Right There, Think and Search, and On Your Own*” questions.

Students must also know what expository text is, and should be aware of the different types of expository text.

Steps for Teaching the *RESCUE* Strategy

1. Students read a passage (section, chapter, etc.) from their textbook.
2. Students read a question and identify it as a “*Think and Search*” question. (In order to answer the question, the student must gather information from several sentences in the text, and formulate an effective response in their own words.)
3. Students then examine the question and use the clue words within it to help them determine what type of expository text the question represents. (Use the **Types of Expository Text** handout)
4. Once the students have determined the text type, they skim the text using key words from the question and the bold headings in the text to locate information which answers the question. They can do this in their head or jot down ideas on paper.
5. When all the necessary information has been found, students can write a complete answer by embedding the question, using the clue words that identify the text type, and including all the information they gathered in their answer. (Often the clue words are already found in the question.)

Invertebrate: QAR Questions

ANSWER ON A SEPARATE SHEET OF PAPER.

1. First, find the correct answer for each question.
 2. Write the correct response in a complete sentence, embedding the question in your answer.
 3. Assign a QAR label on the line in front of the question.
 - Right There = RT
 - Think and Search = TS,
 - In Your Head = IH, Author and Me = AM
- If the question is a Think and Search question, you must also tell the text type of the question. For example, you would write T and S/Sequence.

____ 1. What do scientists observe when they study animals?

____ 2. What is the difference between a vertebrate and an invertebrates.

____ 5. Describe some types of vertebrates and some types of invertebrates

____ 5. Explain the purpose of a classification system.

____ 6. What is a symbiotic relationship?

____ 7. Why do animals form social groups

____ 8. What is an organism?



Developing Q.A.R. STUDY QUESTIONS



Directions: Develop at least two Right There, Think and Search, and On Your Own questions for the concepts we have been studying. Be sure to write complete sentences with capital letters and punctuation. Make an answer key for your questions. Be sure to identify the text structure of the Think and Search questions.

Right There

The answers to these questions can be found within one sentence in the text.

Think and Search

The answers to these questions can be found in several pages or paragraphs in the text. You must use your knowledge of text structure to answer these questions.

On Your Own

The answers to these questions will not be found in the text. You will need to use what you have learned, and what you already know.

RESCUE:



- A Strategy for Responding to “Think and Search” Questions

Read the question (Determine that it’s a “**Think and Search**” question.)

Examine the question and determine the expository text type (look for CLUE words in the question).

Skim the text (use key words from the questions and bold headings from the text)

Collect information that answers the question.

Use expository text type CLUE words in your answer.

EMBED the questions in your answer (complete sentences).

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Types of “On Your Own” Questions

Type of Question	Description
Application	Take information from the text and use your prior knowledge to apply what you learned from the text to a new situation. Validate this information with examples. (EX: In what ways are the astronauts the same as early explorers? In what ways are they different from early explorers?)
Analyze/Solve	Gather information from the text and use your own prior knowledge to develop your own solutions to problems stated in the question. (EX: Explain why the rock cycle has no beginning and no end).
Opinion	Write your own ideas about a given topic, giving a rationale and supporting details. (EX: Do you think that the government should pay for child care for families trying to get off welfare?)
Prediction	Based on the text and your own knowledge, make an educated response about what could happen in a circumstance. (EX: What do you think would happen if the United States entered into a war with China?)
Interpret	Explain, in your own words, the author’s meaning (EX: What do you think is meant by the line, “Water, water everywhere and not a drop to drink.”)

Developed by Kathleen Kryza



***ROPE*: A Reading/Writing Strategy for Expository Text**

ROPE is a reading/writing strategy. It is used to locate answers to “*On Your Own*” questions found in expository text, and to develop and write effective responses to those questions.

Before teaching students to use the *ROPE* strategy, they should know the 5 types of “*On Your Own*” questions. (Application, Analyze/Solve, Interpret, Opinion, Prediction)

Steps for Teaching the *ROPE* Strategy

1. Students read a passage (section, chapter, etc.) from their expository textbook.
2. Students read a question and identify it as an “*On Your Own*” question. (The answer to the question cannot be found anywhere in the text, but must come from the author’s head.)
3. Students then examine the question and use the clue words within it to help them determine what type of question the text represents. (Use the **Types of “*On Your Own*” Questions** handout.)
4. Once the students have determined what the question is asking them to do, they formulate a response with intelligent ideas of their own that relate to the type of question they are responding to.
5. Students then write a complete answer by embedding the question, using the cue words that identify the question type, and including all the information they gathered in their answer.

R O P E:



Responding to “*In Your Head*” or “*On Your Own*” Questions

Read the question and determine it’s an “*On Your Own*”

On your own decide what the question is asking you to do. (Use the “Types of OYO Questions” Chart)

Plan how you want to respond using cue words from the question

Embed the question in your answer. (Complete Sentences!)

Created by Kathleen Kryza

Mapping Into Writing

Initially, you may be teaching students to map in order to help them comprehend text. However, once students have learned to develop concept and semantic maps, you can begin to show the how to apply mappings as a pre-writing strategy used to help them organize before writing. The following are suggestions for teaching students to use mapping to help them write essays, summaries, essay test questions, or research papers

1. Always model the strategy for the students first. Telling them how to map will not be as successful as showing them how to map. You may also demonstrate mapping into writing by writing one piece together as a class.
2. After students have developed their maps, have them categorize their information. They may categorize by sequencing (first, second, third), time order (before, during, after), main ideas and details, or any other natural categories they develop.
3. Students need to write an introduction which states the main idea or topic and leads the reader into the piece.
4. Students need to then use the information from their maps as paragraphs for the body of their piece.
5. After completing the body of the piece, students need to add a conclusion which summarizes the main points and wraps up the piece.
6. Remind students that the piece should be proofread by themselves and someone else if possible, and that the final draft must follow the conventional rules for writing and spelling.

Compare/Contrast Rubric

Expectations	Amazing! ☺	Above Average	Average	Aw, shucks! ☹ Needs more work
UNDERSTAND that writers use knowledge of text structure to help them communicate effectively. ____ Pts	<ul style="list-style-type: none"> Shows complex understanding of the text structure Organization of piece is superb ____ pts	<ul style="list-style-type: none"> Understands the text structure Organization of piece is good ____ pts	<ul style="list-style-type: none"> Limited understanding of text structure Organization of piece is okay ____ pts	<ul style="list-style-type: none"> Little or no understanding of the text structure Piece is poorly organized ____ pts
KNOW free comparisons free contrasts ____ Pts.	<ul style="list-style-type: none"> Precise facts In depth and well supported ____ pts	<ul style="list-style-type: none"> Covers facts effectively Well developed ____ pts	<ul style="list-style-type: none"> Valid facts but little depth or elaboration ____ pts	<ul style="list-style-type: none"> Needs more facts Needs accurate facts ____ pts
QUALITY WORK (as defined by you. See below) ____ Pts.	<ul style="list-style-type: none"> Met quality work criteria Unique, fresh or imaginative work ____ pts	<ul style="list-style-type: none"> Met quality work criteria Creatively integrates work ____ pts	<ul style="list-style-type: none"> Met quality work criteria ____ pts	<ul style="list-style-type: none"> Does not meet quality work criteria ____ pts
EDITING: spelling, punctuation, grammar ____ Pts.	Superbly edited final draft. ____ pts	Very well edited final draft. ____ pts	Fairly well edited final draft ____ pts	Poorly edited final draft ____ pts

Ways I Will Do Quality Work for My Project: _____
1. _____ 2. _____ 3. _____
Teacher Initials: _____

What I did that was Quality Work

What I would do differently next time...

Student Grade: _____

Teacher Grade: _____